

Game theory in philosophical context and the implementation of game technologies in teaching process

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Abstract. The article discusses the concept of Homo Ludens, that is, «Man the Player», and game theory in terms of philosophical and cultural aspects. Based on the examples by some philosophers and thinkers such as Johan Huizinga, Roger Caillois, Gilles Deleuze, Vadim Demchog, Jean Piaget and others, and by relying on the philosophical and psychological analysis, the paper shows why the concept of human is associated with the game. Some suggestions are made based on different variations in terms of the contexts of competition, coincidence and images. Moreover, the roles of these concepts in the lives of children and adolescents are examined. Examples from some game technologies are also demonstrated for simplifying the scientific understanding of children and increasing their interest in education. This article, written as an introduction to the theoretical and practical debate on «Gamification in Education», which is widely studied in the field of education in recent years, discusses human understanding and its relationships with the environment, things, and nature.

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